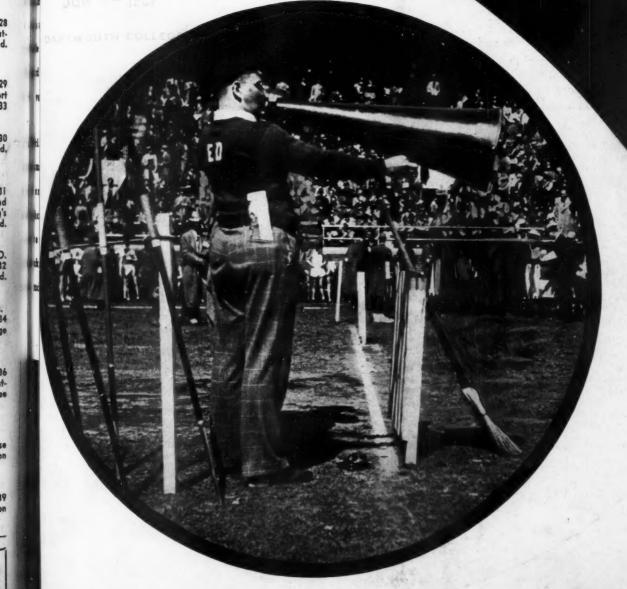
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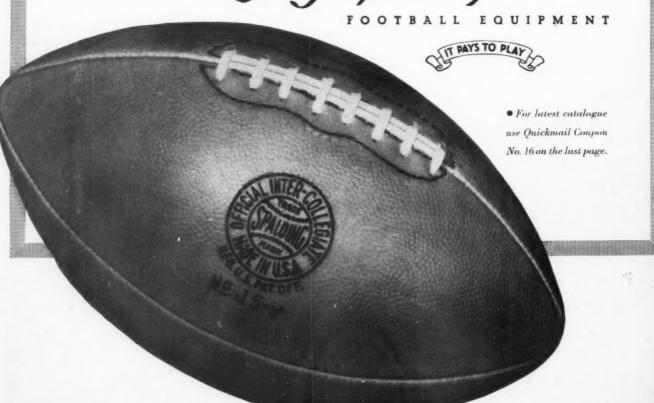
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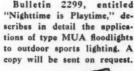


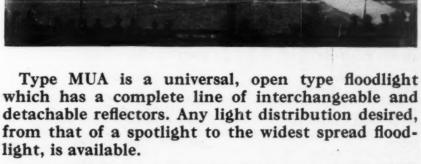
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Through an error on the part of our advertising agency the photograph used by the Midland in the May issue of Scholastic Coach was not a Gymloh treated gymnasium floor.

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UDGING by the frequency with which articles entitled "Is the Four-minute Mile Possible?" cross our desk, it seems that here is a question of considerable fascination to the brethren of the spiked shoe. We have not gone so far as to publish any of these articles, because the writers, after posing the question in the title, had nothing much to say, although they availed themselves of several thousand words in their attempts. By

dint of extreme stick-to-itiveness we always managed to read through each article, though not once were we rewarded with the answer to the question "Is the Four-minute Mile Possible?"

Now all this was before we picked up a copy of *The New Yorker* the other day and found the innocent little drawing which we are—in a manner of speaking—taking the liberty to reproduce on this page. We pass this idea along to track coaches for whatever they think it is worth.

Here Below

"major" and "minor" sports distinctions manage to hold on. This relic of another educational era remains in many institutions the guiding principle by which the athletic sheep are distinguished from the athletic goats. The practice is evidently one of those things that is kept going out of sheer regard for the dear dead days beyond recall. Will swimmers, wrestlers, soccer and tennis players et al have to resort to a sit-down strike before they can gain access to a felt letter two

tional lingo for the sports in which boys and girls participate together. Miss Brauns said:

Out of 185 institutions that answered questionnaires sent out on the subject of mixed recreation programs, 102 stated they conduct some type of mixed recreation activities. More than one-half of the institutions in the East and Mid-West sections carry on such programs. In the West the number is still larger, embracing three-quarters of all that answered.

These programs are carried on in gymnasiums, fraternity and sorority houses, golf clubs, skating rinks and field houses. The most popular activity in these mixed recreation groups is badminton, with social dancing, volley ball, tennis, table tennis, archery and shuffleboard following after.

Miss Brauns stated that it was the opinion of all directors working along these lines that the trend is not a fad but is a deep-rooted growth. This sounds good to us, and we hope the roots reach out to affect every college and high school in the country.

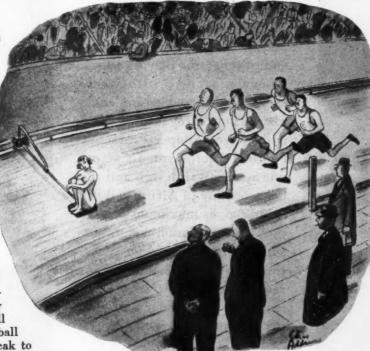
Recognized at last

WE promised last month to say no more about basketball until next fall, but at the time we did not hear about what Harvard had done. We must break our promise and tell you, if you have not already heard. Harvard has just recognized basketball as a major sport! Wheee. The erstwhile "cage game" can now be said finally to have made the grade. America's foremost center of learning has come to regard the game as the equal of ice hockey. Heretofore at Cambridge only the hockey players spoke to the football players and only the football players were allowed to speak to the oarsmen. But now the basketeers may go around holding their chests, if not their heads, as high as the wearers of the crimson H in the old-line sports. Of course, basketball has been on the Harvard program of "minor" sports for more than thirty years, but it was always regarded as something the settlement houses

Major nonsense

dragged in.

READING the announcement of this Harvard decision, we were struck for the first time in a number of years with the realization that



Courtesy The New Yorker

inches larger than the one now bestowed on them by a condescending department of athletics?

Girls and Boys

AT THE recent convention of the American Physical Education Association in New York City, the report that interested us most was the one rung up by Miss Janet Brauns of the University of Oregon. Miss Brauns reported on her survey of "mixed recreation," which is educa-

Season without end

WE should like to give football coaches an idea of how we, too, can get too much of a good thing. Last December a coach wrote us to express his desire to see football articles in every issue, pleading: "And let me urge that you do not forget football in the winter and spring issues. . . . Give us football all the way through."

As though we could escape the pigskin for even one snowbound issue! Consider our plight: After Thanksgiving comes the everincreasing "bowl" games. Then our Christmas joy is disturbed when we have

to dash off to attend the annual coaches' meetings. On the heels of this come the rules committees' imbroglios. By the time we have negotiated all this, Spring is here and we are beckoned by the boss to take our camera and go shooting for the latest in how a defensive tackle employs his left elbow in penetrating a 7-course dinner. This summer we plan to spend our vacation at eight coaching schools.

As you can see, we lead a balanced, diversified life.

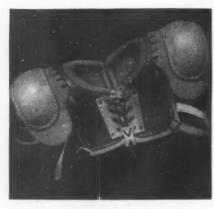


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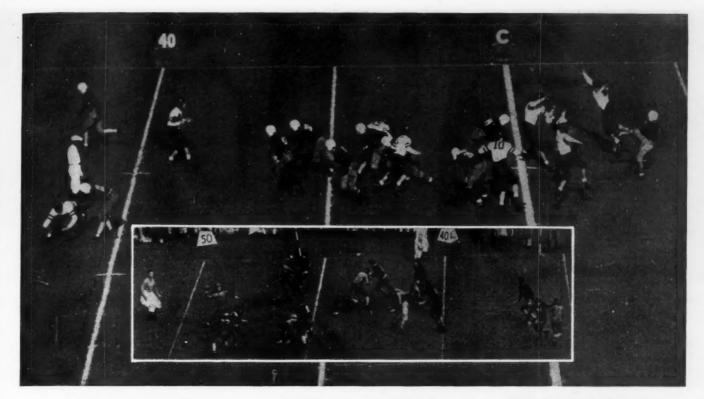
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PROTECTING THE PASSER AND KICKER

By Fritz Crisler

Herbert Orin "Fritz" Crisler has been successfully coaching the Princeton University football teams for the past five years. With his first lieutenant, E. E. "Tad" Wieman, Princeton line coach, he has written a football best-seller on football technique and coaching methods—"Practical Football," (Whittlesey House).

A good passer or kicker is usually doubly as effective when he has confidence in his protection and knows that he will be given enough time to get off his kick or pass.

In protecting the passer and kicker, the blocking should be executed from an inside position. It is neither necessary nor desirable to get in front of the inrushing tackle or end. It is better to be at his inside flank, from which position he can be forced out and away from the passer or kicker. The blocker should retain his feet and run with the opponent, using the defensive man's own momentum to help put him out of the play. In other words, the rush is deflected rather than stopped and, if the block is properly executed, the defensive man should find himself behind and to one side of the passer or kicker when the play is over.

In blocking for passes, one or two linemen are usually brought back to block near the passer. It is imperative that they get out quickly. Assuming that there is a balanced line and that both guards are pulled back to protect the passer from the flanks, there remain the two tackles and the

center to prevent anyone from coming through the middle to rush the passer. Since nearly always on a pass, the defensive center drops back to help cover potential receivers, there are only the two defensive guards to be taken care of by the tackles and center of the passing side.

Tackle and center play

Against such a set-up the best method of blocking is for the center to jump back a yard as the ball leaves his hands and plant himself solidly with the head and eyes up. The tackles wait for the defensive guards to charge. As the latter come across the line, the tackles maneuver as to get their heads on the outside, then block with the shoulder and upper arm. By getting the head on the outside and using the slide block, each tackle is able to force his man into the offensive center, who serves as a blocking post. Thus all five men, three offensive and two defensive, are piled up in the center and no one is able to get through to the passer.

The guards and the remaining back are responsible for making sure that no one gets to the passer from the flanks. The back, usually the fullback, blocks the first opponent coming in from the right flank. The right guard (assuming a balanced line) drops back behind the fullback and blocks the second man from the right. The left guard drops back and blocks the first

man charging in from the left flank.

If only one back and two ends are sent out as eligible receivers, then the two remaining backs block with the same technique as the guards who pull

To intelligently block for the kicker, it is necessary for all men to visualize the area to be protected. This can be done by laying out a triangle with the base extending from the outside foot of each tackle and the apex two yards in front of the kicker's foot. No opponent should be permitted to enter the area of this triangle for a period of 1 4/5 seconds or the kick is likely to be hurried or blocked.

Linemen duties on punts

On punts, linemen are charged with two responsibilities. First, they must protect the kicker, and second, they must cover the kick. As many men as are needed should be used to protect the kicker. Under certain circumstances all seven of the linemen are required to afford adequate protection. When this is true, all seven men should be used. No man should leave his position in the line to cover a kick if by so doing he makes it possible for an opponent to block the kick. He should, however, leave his position with all speed as soon as he may do so without endangering the success of the kick.

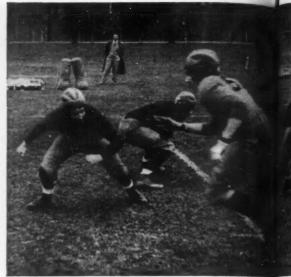
The linemen must not let any opponent through the line between the offensive tackles, and the backs must



1. Front back in position to protect kicker.



2. Has stepped forward with inside foot to close inside seam.



3. Has invited an outside charge by opponent.

not let any opponent into the kicking lane from the flanks. The front backs assume normal positions behind the guard-tackle seams on their respective sides, and fairly close to the line. They are responsible for the first opponents outside their own tackles. The other back lines up on the side of the kicking foot-usually the right-and is responsible for the second man outside the tackle on his side. He must be careful not to back up lest he himself get in the kicking lane.

As the ball is snapped, they all step forward with the inside foot to close the seam and invite a charge on the outside. They accept the charge of the opponents and use the latter's momentum to run him back along the sides of the triangle. It is up to the line to protect the base of the triangle and the backs protect the sides.

Usually in a kicking situation the defensive center is out of the line. If this is true there are only the opposing guards to be blocked out by the linemen, since the tackles and ends are accounted for by the backs. Under such circumstances, three linemen should be able to keep the middle lane clear, releasing two other linemen in addition to the two ends to cover the kick immediately. Usually the two guards are able to get out most advantageously. This leaves the two tackles and the center to prevent the two opposing guards from getting to the kicker. The blocking is then similar to that employed on forward pass plays. The tackles use the side block to stay in front of their respective opponents, keep their own heads to the outside, and maneuver the opponents into the offensive center, who, after passing the ball, serves as a blocking post.

Sometimes the defensive guards will be so spaced as to enable one of the tackles, instead of the guard, to leave. The guard and tackle must have a definite understanding by signal or otherwise, as to which one is to leave immediately to cover the kick and which is to block. The one remaining must stay with his man until the kick is away, then he too must cover.

Emphasis on protection

When kicking from close to your own goal line against a freak defense or under circumstances in which the kick is not likely to be fielded (occasions when the kick will go into or over the end zone, out of bounds or sometimes under bad weather conditions), emphasis should be on protection rather than coverage. In order to be safe, it may be wise to follow the principle that when in doubt one protects.

On place kicks or tries for points, the linemen merely hold their places. They function as a unit to form a solid wall, taking care not to be pulled forward or pushed backward. The feet should not move. As the opponents charge, the offensive linemen merely

1. Left guard pulling out to block the defensive end on a pass play.

2. Maneuvering for the in- 3. Ducking the hands of 4. Establishing contact side flank position.

the defensive end.

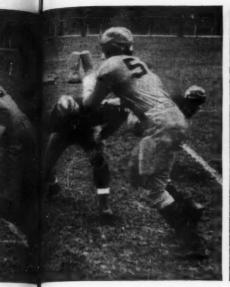
with a wide base.



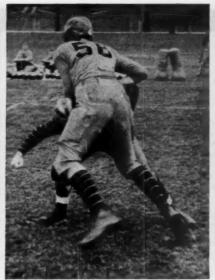














4. Getting ready to accept the charge of the opponent.

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5. Establishing contact with the full blocking breadth.

6. Note the wide base.

7. Using the momentum of the opponent to run him out.

stiffen to meet the attack and do not charge forward. The object is to form a solid, unified front. Each man is responsible that no one goes over him or through the seam to his inside.

The kicker is responsible for adjusting the protection to any unusual situation, such as a freak distribution of the defensive team. If an extra man forms on one flank, the kicker should make sure that the end on that side is aware of it, and the end should shoulder the outside man as he leaves to cover the kick. Similar adjustments must be made to meet any other special plan to block the kick.

With the goal posts ten yards behind the goal line, any attempted field goal that does not score a goal is almost certain to result in a touchback. Hence a team attempting a field goal may concentrate entirely on protecting the kicker. After affording the kicker all the protection possible, the ends and other linemen in position should fan out to the sidelines to guard against the possibility of the return of a squibbed kick.

The line from tackle to tackle hold firm and present a solid wall. Each end assumes a position just inside the second man outside his own tackle and as the ball is snapped he pivots backward and to the outside, makes contact with the "second man out" and, staying on his feet, forces him to take an outward course away from the kicking lane. This also obstructs the path of any other opponent who may be outside the "second man out." The front backs block as for a punt.

It is imperative that every pass be protected against the possibility of interception. As soon as a pass is made, everyone not down-field should anticipate an interception and break immediately to the sideline.

The fullback, right guard and right tackle should cover to the right The center, left guard and left tackle should cover to the left. The passer covers in the direction of his throw.

The covering should take place as soon as the pass is thrown.

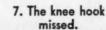
Secondary assignments

No matter what the play is, whether it be a run, pass or kick, linemen, after performing their primary assignment, must always break as soon as possible to the ball or projected path of the ball. On passes, for example, opponents not near the point of attack need to be blocked only momentarily, and linemen, after blocking, must break to the sidelines to protect against possible interception, and on kicks they must help cover the kick. It is difficult to get linemen to do this. They tend to concentrate on the primary assignment.

Good linemen are never far removed from the play. Whatever their first assignment may be, they recover from it to follow or lead the play. This is a most valuable habit, but it is rarely acquired except after considerable experience and much drill.

and out.

5. Trying to run end back 6. End tries to step out of block so guard attempts cross-body block with knee hook.



8. So guard goes into an effective cart-wheel.









STUDENT NON-ATHLETIC ACTIVITY INTEREST

By Clarence Hines

Athletes' student interests many; glee club, dramatics, band and orchestra lead list

Clarence Hines, director of athletics at the Pendleton, Oregon, High School, says he was inspired to make this study by the "Here Below" editorial, "Balance for the Athletic Diet," in the October, 1934, Scholastic Coach. Director Hines' article "Scholarship Among High School Athletes," appeared in this same issue.

Table No. 1 ATHLETE SPORT PARTICIPATION By Classes, 1931-1935

INCREASED emphasis upon the development of well-rounded personalities through secondary education has caused many thoughtful educators to question the common belief that high school athletes are peculiar in that they have few, if any, activity interests outside the field of athletics. The tendency in the past has been to regard the athlete as rara avis, as one apart from the rank and file of the student body, because of his supposedly restricted interest in activities other than athletics. This same tendency has been at least partially responsible for the belief that some boys remain in school solely for the sake of the school's athletic program.

sake of the school's athletic program. It is not the writer's purpose to prove that athletics have not kept many boys in school. Most educators know of many cases where that has happened. A deep interest in high school athletes, in their likes and dislikes, coupled with a desire to know whether they were really any different from other high school boys in their activity interests, led directly to the study upon which this article is based. Not only was the writer anxious to determine whether the high school athlete is, in truth, a "rare bird" in that he has little interest outside

SPORTS	1931	1932	1933	1934	1935	Total by Sports
Football	10	7	8	6	10	41
Basketball	1	0	2	2	3	8
Track	1	4	3	2	0	10
Football and Basketball	4	0	3	1	4	12
Basketball and Track	2	1	1	1	2	7
Football and Track	3	4	2	5	2	16
Football, Basketball and Track	3	2	1	3	0	9
Total Athletes by Classes	24	18	20	20	21	103
Total Number of Boys	48	32	46	46	42	214
Percent of Athletes	50.0	56.2	43.4	43.4	50.0	48.1

the field of athletics but, presuming that the athlete has other interests, to learn what these interests are. The study was based primarily upon two questions: (1) Is the athlete's entire interest in his athletics? and (2) If he has other activity interests, what are they?

A survey of the activity interests of the athletes in the graduating classes of 1931 to 1935 of the Pendleton, Oregon, High School was the basis of this study. Located in a community whose citizens draw their livelihood from the farm, the railroad, a woolen mill, and ordinary business activities, such a school numbers among its pupils representatives of many of the country's economic and social classes, a factor which should aid in discovering the activities which draw the interest of high school athletes today. The results were tabulated in the form shown in the accompanying tables.

Table No. 2 ATHLETE ACTIVITY LOAD By Sports, 1931-1935

	NUM	NUMBER OF ACTIVITIES CARRIED						
SPORTS	0	1	2	3	4	5	Percent in an Activity	
Football	8	8	4	5	8	8	80.4	
Basketball	1	1	2	2	0	2	87.5	
Track	1	1	2	1	3	2	90.0	
Football and Basketball	3	2	2	2	2	1	75.0	
Basketball and Track	1	1	4	.0	0	1	87.1	
Football and Track	3	4	2	5	0	2	81.2	
Football, Track and Basketball	4	2	1	0	1	1	55.5	
Totals	21	19	17	15	14	17	79.6	

Seven group classifications

Records of the classes studied show that 103 boys participated in athletics. This was 48.1 percent of the total number of boys in the five classes as the total was 214 for the five-year period. Athletes from these classes had a chance to compete in but three interschool sports-football, basketball and track. For the purpose of this study, it seemed best to divide the athletes into even groups according to the sport or the combination of sports in which they participated. By doing so it was possible to determine the activity interests of the athletes as a group and their interests according to their sport or sports. The group divisions were football, basketball, track, football-basketball, basketball-track, football-track, and football-basketball-track. That is, if a

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boy participated in both football and track he was not classified in each of these two sport groups, but in a combination group with other athletes who participated in the same two sports.

Table I shows the number of athletes participating in each sport or combination of sports. Generally, the number in each sport is in direct proportion to the number of players required for a team in that sport. It will be noted also that the Class of 1931, which had the greatest number of boys, had the most athletes. The Class of 1932, with the fewest boys, had the largest percentage of athletes. Eighteen of the 32 boys in this class, or 56.2 per cent, were athletes.

Quantity aids quality

A further study of Table I and a comparison of it with the athletic accomplishments of school teams for the same five-year period indicates that the greatest number of boys turned out for athletics in the years when the teams were most successful. Championships were won in 1931 and 1935 when 50 percent of the boys in the senior class were out for sports. In 1932 the school made its poorest record in years. Table I reveals that this was the year when there were only 32 boys in the graduating class even though 56.2 percent of them were out for sports. The years 1933 and 1934 were about normal as to the number of boys graduating, the number in athletics, and team success in the different sports.

Table No. 3 ATHLETE ACTIVITY PARTICIPATION By Sports, 1931-1935

	SPORTS					
ACTIVITY	Football	Basketball	Track	More Than One Sport	Total	
Ag. Club (F.F.A.)	3	1	0	3	7	
Art Club	3	0	2	1	6	
Band and Orchestra	20	4	5	10	39	
Debate and Oratory	8	2	7	2	19	
Dramatics	18	3	6	16	43	
Glee Club	25	5	5	23	58	
Hi-Y Club	9	3	3	6	21	
Math. and Science Club	17	0	4	12	33	
Pep Club	11	2	2	10	25	
School Paper	10	3	1	7	21	
Total Athlete Units of Participation	124	23	35	90	272	
Percent	45.5	8.4	12.8	33.3	100.0	

The first table shows that football players who chose a second sport had a 25 percent preference for track over basketball. Twelve boys participated in both football and basketball during the period studied while 16 players chose track for their second sport. The fact that basketball directly follows football while track

comes during the spring months partly explains this.

Table 2, Athlete Activity Load, shows the extent to which athletes participated in the non-athletic activities. It is clear from the percentages, in the right-hand column, that track athletes show the highest degree of participation. This may be partly explained by the fact that track and field events are largely a matter of individual, rather than team, practice sessions hence more time is available for the athlete's non-athletic activity interests.

Table No. 4 ATHLETE ACTIVITY PARTICIPATION By Classes, 1931-1935

ACTIVITY	1931	1932	1933	1934	1935	Total
Ag. Club (F.F.A.)	0*	0*	1	4	2	7
Art Club	1	2	3	0*	0*	6
Band and Orchestra	2	8	10	11	8	39
Debate and Oratory	2	5	10	1	1	19
Dramatics	10	9	13	7	4	43
Glee Club	21	9	13	7	8	58
Hi-Y Club	0*	2	9	5	5	21
Math. and Science Club	15	8	8	2	0*	33
Pep Club	8	6	5	5	1	25
School Paper	7	2	9	1	2	21
Total Athlete Units of Participation	66	51	81	43	31	272
Percent	20.5	18.7	29.7	15.8	11.3	100.0

*No such organization in this year as an activity.

Trend in non-contact sports

It is, perhaps, significant that the athletes in the sport groups with little or no bodily contact (track and basketball) show the most interest in nonathletic activities. While it is true that track takes less time for practice than a bodily contact sport such as football, this does not apply to basketball, for the teams in this sport usually practice as long as those in football. It is possible that the boy who delights in the bodily contact game is more physically, and less mentally, interested in his activities. The apparent lack of interest in nonathletic activities on the part of football and football-basketball players may also be due partly to the fact that most activities start in the fall while the athlete's interest is centered on football.

Three-sport athletes participate (Concluded on page 17)

PEPPING-UP DUAL TRACK MEETS

By W. T. Swenson

Proposed twelve-event, one hour program furnishes more action and crowd appeal

W. T. "Ted" Swenson, assistant track coach at the University of Iowa, Iowa City, discusses ways and means of attracting cash customers to dual track and field meets.

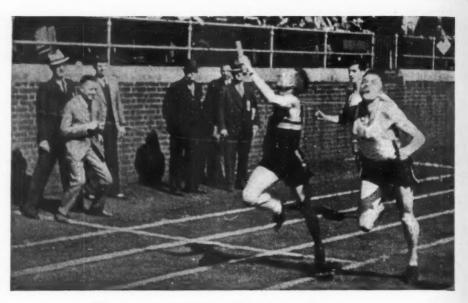
While track and field is an up and coming sport in most high schools, making track pay for itself presents a difficult problem—many schools considering it a moral victory if enough spectators turn out to defray the expenses of a meet. The difficulty may lie in the track program itself. The average spectator likes plenty of action and becomes restless and annoyed at the length of the average dual meet. Instead of adding to an already too full program, it may be wiser to eliminate some of the less interesting events in order that the entire meet may be run off in an hour.

The average high school dual meet schedule calls for sixteen events-two hurdle races, two sprints, the quarter, half and mile races, three relays, two jumps, the pole vault, shot put, discus throw, and javelin throw, although both the discus and javelin are in disfavor in some sections of the country due to their dangerous possibilities. If four of the events-the running broad jump, 220-yard dash, 200-yard low hurdles, and discus-were lopped off the program, the remaining twelve events could be completed in an hour and would provide continuous action for the spectators while taking some of the strain off the competitors. The proposed 12-event program would be as follows: 100-yard dash, 440-yard dash, 880-yard run, one mile run, 120yard high hurdles, 440-, 880- and one mile relays, pole vault, high jump, javelin, and discus.

Sprinters' specialties

Under the present set-up in most states, a good sprinter can score as many as 15 points for his team. The running broad jump, 220-yard dash and 200-yard low hurdles are ideal events in which a good sprinter can double up with better than an even chance for victory. The objection to the 220-yard dash is not that it cannot be made an interesting race, but that the substitution of a 440-yard or 880-yard relay is even more interesting and stresses team balance.

The running broad jump is an event that often lags. In order to finish on schedule, officials often have to resort to cajolery and threats. The jumper must be enticed from the dashes, hurdles, high jump, weights or wherever he may be competing because broad jumpers, as a rule, are



"The average spectator likes plenty of action. . . ."

entered in at least two other events. If the broad jump must be included on the program, at least the time taken to complete the event should be shortened. Instead of allowing each jumper in a dual meet four preliminary and three final jumps after qualifying for the finals, he should be allowed only three jumps. The officials should insist that he complete each jump in 30 seconds or one minute at the most. By placing the pit directly in front of the crowd, as Coach Larry Snyder did at Ohio State when he had Jesse Owens, and announcing the approximate distance of each jump immediately, interest in the broad jump can be stimulated.

The low hurdle race is not and has never been a true test of hurdling ability, but is simply another event for the sprinter to pile up points. With the hurdles only 30 inches high, a good sprinter will beat a fine hurdler as often as not. In 1935 Jesse Owens, a great sprinter but withal only a fair form hurdler, decisively defeated Doherty of Northwestern, one of the really fine form hurdlers of the year, in the remarkable time of 22.6s. Frank Hill, Northwestern track coach, says that Doherty was able to run the 220-yard dash in only 22.7s., yet had a best mark of 23s. in the 220-yard low hurdles. Owens, with a best mark of 20.3s. in the 220yard dash, skimmed the hurdles over the same distance in 2.3s. slower time. yet was able to win. This race makes too many events for the sprinter and is not a real test of comparative squad strength. Authorities should add three inches to the hurdles or drop

the event from the track program.

The discus is another event which has not proved interesting to most spectators, and together with the javelin is probably the most dangerous event on the program. However the javelin, properly supervised, has much crowd appeal and should be included on the program.

The remaining field events should all be speeded up and given the same consideration on the schedule that the track events now command. All activity should be stopped, for instance, while the shot putters or javelin throwers are taking their throws.

Dramatized as team tests

Many coaches throughout the country have attempted to dramatize track meets as true tests of team strength. Several college coaches, including Dr. Weede of Pittsburgh Teachers, and Fran Welch of Emporia Teachers (both in Kansas), have scored all events on a team basis. The best jumps of all three men on each team were totaled in the broad jump, heights added in the high jump and pole vault, and distances totaled in the weight events.

Larry Snyder of Ohio State suggests that "The home team should have leeway in scheduling events at certain times when outstanding stars are competing. Bring the events as close to the crowd as possible." Harry Hillman, Dartmouth coach voices the same sentiment when he says "Too many events are run out of view of the spectators. Every event, especially field events, should be continually announced."

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BASEBALL AT THE 1936 OLYMPICS

By Carson J. Thompson

Night game played by two American teams enigma to most of 125,000 record crowd

Close to 125,000 poured into the giant Olympic stadium in Berlin on the evening of August 12, 1936 to watch two American teams introduce the game of baseball as an Colympic sport. Pitching the last three and a half innings for the winning side was Carson J. Thompson, director of physical education at Collingdale, Pa., High School and member of the Penn Athletic Club. In this article, he writes about the experiences of the team before, during and after competition. While professional coaches are ineligible for athletic competition under A.A.U. and Olympic rules, Thompson was a participant inasmuch as the game was outside A.A.U. jurisdiction and was not an official part of the Olympic competition.

W that when the Olympic Games were held in our own country in 1932 no baseball exhibition was provided, but for the 1936 Olympics in Germany the game should be put on and ballyhooed as one of the sports wonders of the world!

The Olympic baseball squad of 21 college and club players from 14 states, was divided into two teams of nearly equal strength, which were called the Reds and the Whites. Original plans for the Olympic baseball game called for a match between the United States and Japan, but the United States were forced to put it on alone when Japan found the expenses of sending a team to Berlin too heavy.

Europeans curious

We had some interesting experiences during our practice sessions on German soil. We were bombarded with questions, the Europeans wanting to know all about the game. Olympic track athletes from other countries often asked to join in our practices, and they did. One fellow from British Columbia made all kinds of impossible stops. He told us that baseball was their national game also. The Germans seemed afraid of the ball. They would not use their hands to stop the ball, but would stop it with their feet. They even insisted that we erect some sort of backstop from the catcher's box to first and reaching around to third base.

We had a wonderful setting to introduce the game. At eight o'clock, the lights in the stadium were turned out for a few minutes, leaving us in complete darkness. A giant spotlight then illuminated the center of the field where an American flag floated in the breeze. What a wonderful sight! Two searchlights were focused on the teams as we trotted in from opposite ends of the field; one team in white

suits with blue trimmings and the other in white suits with red trimmings. A German band accompanied the entrance playing in waltz time. When we reached the center of the field we stopped, and amid absolute silence the band played the Star Spangled Banner. We gave the Olympic salute (the Associated Press called it the Nazi salute) and the teams ran to their assigned places. After practicing for a few minutes, we started the ball game as the crowd became impatient and were starting to clap and shout.

Game proves puzzling

Baseball was an enigma to the natives of Central Europe who comprised the large proportion of the crowd, but not to the hundreds of Australians, South Americans, Japanese, and Chinese who attended. In fact the game was billed as the "National Sport of Japan and America." It was also erroneously billed as the world's championship between the two best teams in the United States. While we simply called ourselves the Reds and the Blues, on the night of the game we noticed that the Blues were billed as the "Weltmeisters" "World's Champions" and the Reds as the "United States Olympic Team." This billing no doubt had much to do with attracting the capacity crowd.

The Japanese contingent huddled in one section behind home plate and continually chanted in English, "We want home run." Shades of the days when Babe Ruth, a frequent visitor to Japan, was their hero as well as ours. One of our fellows complied and they applauded wildly. The Europeans would even clap when a high pop fly was caught or when a man hit the ball, whether fair or foul. From the point of view of a baseball man, the game was rather exciting all the way and was not decided until the last inning when our side pulled through to win, 6 to 5.

The totals for the game: World Champions (Blues)—6 runs, 9 hits, 0 errors; Olympics (Reds)—5 runs, 11 hits, 6 errors. The fielders spent a good deal of their time caddying in the shadows for the ball. It was exceedingly difficult to judge line drives and high flies

The umpires on the bases were from Japan, Germany and the United States. "Tiny" Parker, the National League umpire, was behind the plate. With French, English and German an-

nouncers, the game had a unique international flavor. The picturesque German translation for third base was "third location," center field was "middle outside" and the pitcher was the "thrower in."

There is little doubt that the game played in Berlin, although handicapped by the poor lighting, did much to advance the possibilities of the sport to representatives of countries where the game had not yet penetrated. I talked with men of many nations and they all had praise for the game. The coach of the India hockey team told me he had bought a complete outfit of baseball equipment, including bases, and was introducing the sport at his college in Bombay, India.

At the end of the game we were mobbed for autographs and much of our equipment was appropriated, but we didn't mind. It was after one A.M. when we finally got out of the stadium, but a crowd was waiting at the bus for us, asking for baseballs. The Chinese and Japanese were constantly inviting us over to show them how to throw curves, etc. They showered us with gifts. Japan contends they have the best amateurs in the world and hope to win the baseball championship in the 1940 Olympic Games at Tokio.

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When we reached London, it was music to our ears to hear them sing "Take Me Out to the Ball Game." The English departed from their usual reserve and employed an announcer for one of our games in London. One English youth told me that he thought baseball would replace cricket in England just as it is doing in Australia, for baseball is a much faster game and not as monotonous.

Golden opportunities

There are more opportunities in baseball today for the youth of America than ever before. Many teams of amateurs will be making summer trips to the Orient, Hawaii, British Isles, and probably South America in the future. I, personally, have an offer to play summer baseball in the major league of England this year. If they will wait until school is out, I expect to spend this summer throwing them across with a London team, an ideal way to spend a vacation.

There is also the next Olympics to look forward to. Don't let these golden opportunities slip by, you high school players.

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Coaches' Corner

If you have something for this column tend it to Bill Wood, University High School, Iowa City, Iowa.

"It was one of those early morning games in the first round of the A.A.U. Tournament at Kansas City a few years back. As usual at that hour only a handful of fans were present, maybe fifty or sixty in all, and they were pretty quietjust watching-all except one long-legged cowboy who had come all the way from Colorado to see the home boys tangle with the tournament favorites. He was all togged out in a sporty outfit, with a ten gallon hat and a flaming red silk necker-

"No sooner had the Colorado team trotted out on the court than he started his one-man cheering section, assisted by a string of cowbells he had brought along. It didn't take us long to spot him; he was perched all by himself a way up on the top bleacher near the roof of the huge auditorium, and he was making so much of a racket that the players had difficulty in hearing the referee's whistle. His team, however, didn't do so well. At the end of the first ten minutes they were ten points behind, and by the end of the half they were fully twenty points back. But the lone rooter never faltered in his attack that whole first half. We had to give him credit; he stuck to his guns. And he made noise that for sheer volume would have put to shame the combined efforts of the Army and Navy bands.

"In the second half things went from bad to worse, and he gave up. Not even a tinkle came from the gallery. The Colorado boys were trailing by thirty points.

"Then, suddenly, a fumble was recoverd by one of the cowboy's favorites. The player tore down the court and let a wild one fly from far back of the center circle. It swished through the very middle, almost ripping the net from the basket.

"The one-man rooting section arose en masse and let out a whoop that could have been heard on the outskirts of Kansas City: 'WHERE in the HELL have YOU been the WHOLE GAME!" (Thanks are due to Coach Joy Kistler of the University of Iowa for that one. Hope he comes back with a few more like it.)

There may be something in this Pan-American competition idea that is being sponsored by the promoters of the Dallas, Tex., Cotton Bowl stadium. Present plans call for Pan-American track and field, boxing and soccer championships. If it is true that such athletic contests promote international good-will, we can't have too many of them. Then, why not promote a high school basketball tournament including all of the countries of North America, South America, and Central America—the games to be played during the summer vacation? Boys play basket-ball from Alaska to Patagonia. Why not let them get together and compare brands? (Concluded on page 22)



MARTY GILMAN

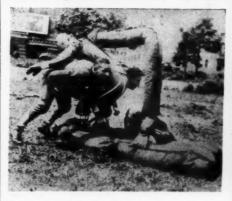
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Defensive Tackle

Hand Play and Charge

THE basis of defensive line play is tackling, but in order to reach the runner, linemen must first devise and perfect various stunts that will enable them to get past the blockers. The defensive right tackle in these action "movie" strips is using two different techniques to slide past the offensive left end and get into the backfield.

The tackle assumes the same standard high position to start both maneuvers. The left foot is forward, the eyes straight ahead and the hands held low and ready for contact. A defensive tackle may take either a high stance, as illustrated in these pictures, or a low three- or four-point position. Playing high, the tackle must make effective use of his hands when charging. The incoming blocker should be used as a base for the tackle to drive himself into the opposing backfield.

Left: Step In

In the action strip on the left, the tackle takes a short step forward with the left leg—putting the knee in position to withstand the end's charge. The left hand makes contact first on the end's head, and as the tackle makes his charge (third picture), his right hand comes around powerfully to the end's hip and swings the latter's body away from the opening. As the hands are applied, the outside or rear leg is lifted for the big step into the backfield. The tackle then lunges forward using the end as a base (fourth picture).

As the right leg comes forward in the last picture, the left leg is swinging clear for the final drive. It is very important for the tackle not to permit the opponent to break through or under his hand charge. If offensive contact is made with his body, the tackle has the odds greatly against him. The arms should be kept fairly stiff and away from the body as he holds off the opponent.

Right: Waiting the Charge

THE pictures on the right show a similar maneuver by the tackle, but instead of taking a step forward he has allowed his opponent to come to him. The tackle now makes contact with his hands on the end's head and shoulders. The tackle must have a firm base and power behind him to withstand this type of charge, as well as a strong arm drive to block and ward off the opponent's charge. In this type of tackle play, the offensive man has a better chance to make close contact as his charge is straight ahead and is not deflected by the tackler's arm charge to his him.

Not all tackles use their hands in this manner. Many players prefer to play low and use their legs and body charge to carry them through, rather than depend on their arms to ward off the opponent.











ACH

Student Non-Athletic Activity Interest

(Continued from page 11)

least in other than athletic activities, no doubt largely due to lack of time. It is worthy of note that 17 of 103 athletes participated in five non-athletic activities during their high school careers and that of these 17, eight were football players.

Much of the interest of the study is to be found in Tables 3 and 4 which show the athlete activity participation by classes and by sports. In this study, as shown by these two tables, only elective activities were considered as it was intended to discover only those things which the athlete would voluntarily select for himself. Class offices, honor societies, and similar activities in which the athlete might participate through being chosen by others were not considered to be pertinent to this study.

Glee club most popular

Table 3 shows unmistakable evidence that the athletes of this group were a musical lot. Vocal music (glee club) was the most popular non-athletic activity with 58 of the 103 boys participating. Although

dramatics ranks second with 43, instrumental music (band and orchestra) is not far behind with 39.

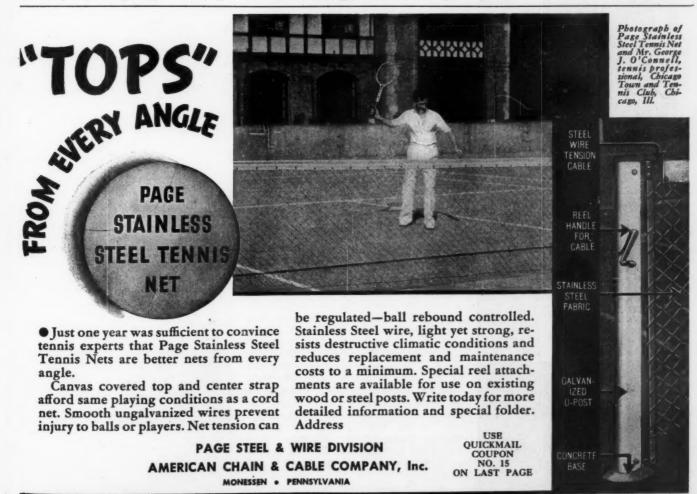
Football players predominate in activity participation due to their greater numbers. Each of the different sport groups showed a preference for glee club except the track athletes who preferred debate and oratory. The track group also differs from the football and basketball athletes in that the second choice for track was dramatics while band and orchestra was the second choice of the boys in the other two sports.

Over the five-year period, as shown in Table 4, the same preference for activities prevailed. Glee club, dramatics, band and orchestra, and the math and science club rank in the order given. In 1931, 1932 and 1933, glee club and dramatics were high choice, but in 1934 most athletes preferred band and orchestra. Music also held first place in 1935 with glee club and band tied for first honors.

Although many farm boys attend the high school in which the study was made, there was an apparent lack of interest among athletes in the agriculture club, the Future Farmers of America. A total of seven athletes were members of this organization in the three years it existed during the period covered by the study. This may be explained by the fact that rural boys have less time for afterschool sports and the fact that buses for the rural districts leave promptly at the close of school. Both of these facts tend to reduce the number of farm boys on the athletic squads.

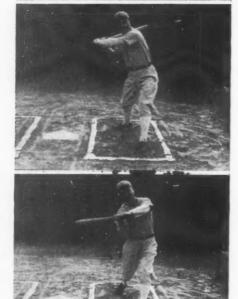
Neither did the athletes show much interest in the art club. Although it functioned for three of the five years, only six athletes were members. Of these, three were football players, one a two-sport athlete, and two were from the track squad.

It seems apparent from the facts brought out by this study that high school athletes do, for the most part, have a very definite interest in the non-athletic activities. The tables show that their activity interests, while apparently centered in music and dramatics, are nevertheless fairly well distributed throughout the entire range of the high school activity program.













Inside and Out

By Archie Roberts

WHEN batting against a pitcher with good control, the player who does not make the necessary, instantaneous adjustment in his footwork and swing will find that he is hitting an excess of feeble grounders or weak pop flies. Of course this may be due to definite batting weakness, but, often as not, he may be meeting the ball too low or too high on the bat. By throwing them on the inside and outside—two difficult pitches to meet cleanly under any circumstances—the pitcher can give plenty of trouble to batters who step and swing straight-away at all types of deliveries.

An alert and clever batter will mix his shots, pulling the close pitches into left field and the outside balls into right field (right-handed batters; vice versa for left-handers). The technique is demonstrated in the accompanying progressive action strips.

Left: Inside Pitch

FTER assuming a comfortable stance, A the batter perceives that the ball is on its way to the inside and promptly rises to the occasion, as the second picture shows. This step, instead of directly forward as on a straight ball, is now well to the outside of the batter's box. In No. 3 the foot is planted firmly on the ground with the toe pointed to the infield to allow for a full body pivot. The hips and bat are swinging forward to meet the ball. The weight has been fully shifted to the forward foot in No. 4 and the bat is just about ready to make contact with the ball. The ball has been hit in No. 5. Note the way the entire body has been pulled around in the direction the ball will take. The bat is pointing in a direction between first and second. On a straight cut, the ball is met directly in front of the plate with the bat parallel to the front of the plate. No. 6 shows the complete follow-through.

Right: Outside Pitch

THE batter is preparing to meet an outside pitch in the first picture. No. 2 shows the start of the step to the inside corner of the box and in No. 3 the step has been completed and the bat is coming around. The toe has been "opened" and is pointing toward second base. Contact is about to be made in No. 5, and the finish of the swing in No. 6. While the body faces the direction the ball will take, as on an inside pitch, there is no complete follow-through or full hip pivot. The crossstep of the left leg makes a follow-through awkward to complete. The batter has to "punch" at the ball, getting most of the power from the shoulders and wrist.

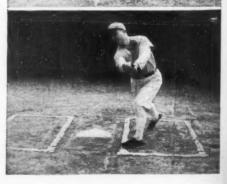














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SUGGESTIONS TO COACHES

By R. L. Allen

R. L. Allen is assistant editor of "The Journal of Health and Physical Education."

T is admitted that coaches' actions are often incomprehensible to the public. Many coaches of athletics, however, fail to consider the importance of the items which the public does see, and automatically lay themselves open to criticism. Here is a list of some of the situations which affect the attitudes of parents and spectators toward athletics.

LATE PRACTICE. The majority of parents seriously object to having their offspring trail in after the family dinner or supper is over. The explanation that training for a football game next week requires considerable time after school does not console the mother who has prepared a hot meal and is forced to see it go uneaten by her son. It would be wise for the coach to stop practice in time for the players' showers, dressing, and early arrival at home for the night meal. One hour and a half to two hours of well planned and vigorous practice should be adequate. Such a period would insure getting the players home on time.

Changing clothes. Insistence on a shower or, at least, a towel bath should be made by coaches. Sending youngsters home with dirty, sweaty athletic togs and bodies is objected to by everyone. Parents like to see their boys return from school wearing their street clothing, and with their bodily condition such that it is not repugnant. Insist on cleanliness and neatness.

Submarining

This type of defensive charge requires plenty of nerve and powerful leg drive to follow through. It is very effective when used at the proper time and frequently enables the lineman to spill the ball-carrier for a loss or pile up the play at the line of scrimmage. It is most effectively used when the offensive players are playing high and offering an opening for a close-to-the-ground charge. Probably the most important factor in successfully working this charge is keeping the feet constantly digging-in after contact has been made and the opponents have clamped on a high pinch block. It is at this point that the leg drive is needed to throw the shoulders and upper body into the clear. With the body on all fours, a crawling charge is then made. The head is immediately lifted in order to locate the ball-carrier and prepare for the tackle.

This maneuver requires a tremendously fast charge in order to get the jump on the opponents before they are aware that the charge is to be low and under them. If the lineman can first fake a high charge, the chances for success are greater.

Too MUCH PHYSICAL EFFORT. Most parents believe that schools function primarily for academic purposes. Making practice so strenuous that it completely exhausts the player, will inevitably result in adults objecting to the participation by their children. The boys should be able to stay awake after supper in order that they may do a couple of hours of study. Usually they can remain awake but their energy is so completely spent that they prefer the leisurely society of the gang, a movie, or just moping around, to the effort of studying.

Them kids. Parents like to see their boys in the game after the youngsters have practiced hard all week. Use as many boys as possible, don't carry such a large squad of first team players that it is impossible to get the majority of the boys into the games. It would be better to relegate them to reserve or intramural teams where they might participate regularly. Sons and parents alike don't go for bench-warming.

THE PHYSICAL EXAMINATION. Insist on a complete physical examination of each player at least twice during the season, and then comply with the physician's suggestions. Let the parents know that their son is in good condition. Such a procedure may save the coach considerable trouble in the event that a boy is injured. Don't take chances with boys having infections, serious defects or injuries; better lose a game.

PARENTS' PERMISSION. Have a regular blank form which parents must sign giving their approval of their son's participation in each sport. Boys will often play in a sport against their parents' wishes, and never let parents know about it. This procedure safeguards the coach from future difficulties.

ATHLETIC APPAREL. Don't let the "heman" player in football go without a headgear. The public knows that football is rough and that the usual equipment is essential to safety.

THE COMMON DRINKING CUP AND TOWEL. Drinking out of the same container is one of the most objectionable sights to parents, especially the younger ones who have had hygiene training in schools. There is little excuse for it. This also applies to the use of the common towel.

A GAME PHYSICIAN. Whenever possible, have a qualified physician on the bench during each game. A sense of proper care of their youngsters is imparted to the parents by this provision.

High scores. Pull your first string players as soon as possible after gaining a safe lead in a game. Terrific beatings, accompanied by high scores, offend the sportsmanship of the ordinary spectator. These suggestions are carried out by

These suggestions are carried out by most of the experienced coaches. The younger ones may find them valuable counsel. The public, especially the parents, must be considered. Yours is a public job!

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Coaches' Corner

(Continued from page 15)

While we are still in the mood to make suggestions, here's another. How about the National Federation, or some such body, making an exhaustive study of the various tournament set-ups in order to arrive at the ideal type of organization and administration? Practically every one of the forty-eight states holds some kind of a state championship basketball elimination. There are as many varieties as there are states sponsoring them. It seems reasonable that a standard might be evolved from the best features of all these.

If you want to get a kick out of life and if your insurance policy is paid up, try playing this game of ice hockey on roller skates. You must be careful not to lose your bearings.

All that Beardstown, Ill., needed to win a quadrangular track meet from Havana, Jacksonville, and Illinois School for the Deaf was Bob Stephenson. Bob won five first places—the high hurdles, the high jump, the discus throw, the pole vault, and the shot put.

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Captain George Nissen of the University of Iowa gymnastic team has won the national intercollegiate tumbling championship for the third straight time. In his sophomore year when the athletic department didn't offer to pay his way to the national meet, he borrowed \$200 from Cedar Rapids friends and went anyway. His victory assured him of financial support for subsequent journeys.

After the great Northwestern-Minnesota game last fall, Governor Horner went down to the Purple dressing room to congratulate the boys upon their splendid achievement.

Says Governor Horner to Ollie Adelman, "Nice game, Ollie!"

Says Ollie Adelman to Governor Horner, "Who in the hell are you?"

Says G.H. to O.A., "Just the governor of your state." CURTAIN.

Hazelton, Pa., High School athletes walked out of their classes and picketed the building on May 9. The boys became annoyed when the athletic council refused them the sweater awards heretofore customary at the school. In addition to being denied the awards, the picket line also claimed that they had been refused permission to hold a dance to pay for the sweaters.

Wellesley College girls of Massachusetts politely spurned a challenge of the second crew of Harvard University's Lowell House to a "mixed" boat race on a lake on the girls' college campus. "Boys ought to be boys," philosophically observed Miss Ruth Elliott, chairman of the department of hygiene and physics at Wellesley, in refusing the invitation.

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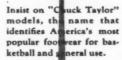
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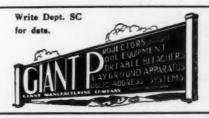
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The booklets listed below may be obtained by writing direct to advertisers. For addresses of advertisers, see page 2.

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POSTUM ATHLETIC PAMPHLETS. General Foods Corp. Tips by famous coaches, "Attack in Football," "Attack in Basketball," "Tips on the Four Major

FAMOUS SLUGGERS. Hillerich Bradsby Co. The knack of batting by big leaguers and batting feats of 1936. Illustrated with pictures of famous players.

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HOW TO MAKE THAT TEAM. United Fruit Co. Good habits to cultivate for boys and girls engaged in athletic activity.

HOW TO PLAY TENNIS. Wilson Sporting Goods Co. A concise treatise on the strokes, tactics and rules of the game by Ellsworth Vines.

AIDS FOR ATHLETICS. Johnson & Johnson. Methods of applying adhesive strappings, dressings and bandages on common athletic injuries.

THE OBSERVER. Ivory System. series of short pamphlets on the safe-guarding and reconditioning of football equipment.

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Seventh Annual

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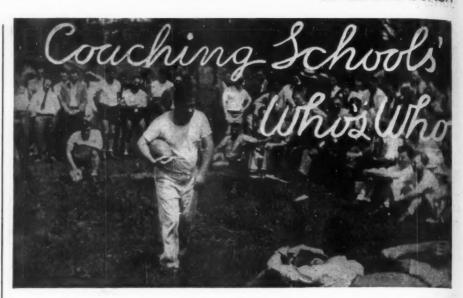
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"Coaching Schools' Who's Who" gives short biographical sketches of outstanding coaches who will serve as instructors in coaching schools this summer.

Clifford Wells

A BASKETBALL coach for 21 years, Cliff Wells has spent 15 of them turning out winners for Logansport, Indiana, High School. His merry-go-round style of attack, the "Logansport Cartwheel," and his sliding zone defense have been adopted by many schools in the state—a tribute to the soundness of Wells' coaching. His 20-year record shows 465 victories and 147 defeats for an average of 76 percent, a splendid record in a state where competition is razor-edged.

Wells' teams have never failed to win their sectionals, winning 15 regionals, two state tournaments, two Big Ten conference titles and the Tri-State championship at Cincinnati in 1927. His state winners were Bloomington, where he coached for four years, in 1919, and Logansport in 1934. Wells also coached at Columbus for one year before settling at Logansport. Two of his players have won the Gimble medal for mental attitude award given by the University of Cincinnati.

Clifford Wells will be on the basketball staff at the Northern, University of Kentucky and Indiana Basketball coaching schools.

Jimmy Phelan

NE of Knute Rockne's ablest quarterbacks, Jimmy Phelan has been coaching football teams for 18 years. He reached the heights last season when his Washington Huskies cleaned up all the opposition on the Pacific Coast and won a bid to the Rose Bowl. Though bowing to powerful Pitt, the Huskies unveiled a puzzling rhythmic shift and a brand of razzle-dazzle football that was a delight to the eye of both technician and fan.

Born in Sacramento in 1891, Phelan had his first taste of football at Columbus High School in Portland, Oregon, where he played in both the line and the backfield. Under Harper and Rockne at Notre Dame, he was the regular varsity quarterback from 1914 to 1917. After serving in the army during the war, he returned to football as coach at Missouri in 1919.

In 1922 he left Missouri to take over the reins at Purdue. His Boilermakers came through with a sensational season in 1929, winning the Big Ten crown. This season sold him to the University of Washington where he still remains. In 1934 he steered the Huskies close to the top with a record of six victories, one tie and one loss, and last season the team came through with a Rose Bowl invitation, representing the West against "Jock" Sutherland's Pittsburgh eleven.

Sutherland's Pittsburgh eleven.

The "Flying Irishman" is married and has two girls and a boy.

Jimmy Phelan will be on the football staff at the Catalina Island Coaching School.

Everett Case

In twelve years of coaching at Frankfort, Indiana, High School, Everett Case has led eleven of his teams into the final championship bracket of sixteen, three of them emerging as state champions in 1925, 1929 and 1936. His 1924 aggregation were runners-up. In addition to this remarkable record, his teams in 1930, 1931 and 1936 won North Central conference titles.

Case is a product of Anderson, Ind., having been born there and attending the local grade and high schools. He was a member of the varsity high school basketball team for three years, alternating at forward and guard. After finishing high school, he enrolled at the University of Illinois but dropped out after a year to coach Connersville High. He remained for one season and then signed on at Columbus, where he coached for two years. He next took over the post at Smithville and after a season moved on to Frankfort where he coached successfully for nine years. The itinerant Case then accepted a berth at Anderson.

Two years later, his splendid work caught the eye of the higher schools of learning and he was appointed assistant coach to Sam Barry at the University of he retinue

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Southern California. After one season he returned to Frankfort where he continues to turn out highly successful basket-ball teams.

Everett Case will be on the basketball staff at the Indiana Basketball and the Catalina Island coaching schools.

Raymond Wolf

N his first season as head coach at North Carolina last year, Raymond "Bear" Wolf produced a team that won eight of ten games and proved a worthy successor to the splendid 1935 eleven that lost only one game.

As an undergraduate at Texas Christian University, Wolf was twice selected as an all-conference guard and performed brilliantly in baseball, captaining the nine in his senior year (1927). Following graduation he took a turn at professional baseball, signing up with the Cincinnati Reds, with whom he finished the season. In his second year a trick knee went bad and he was forced to give up professional baseball.

Wolf began his coaching career at T.C.U. in the fall of 1927 under "Dutch" Meyer who was then freshman coach. In 1929 Wolf was elevated to the post of varsity line coach under Francis Schmidt, present Ohio State member. Five years later, in 1934, the "Bear" was appointed athletic director and baseball coach.

Like Carl Snavely, whom he succeeded at North Carolina when the latter moved on to Cornell, Wolf uses a modified Warner system of double wingback and single wingback formations.

When he isn't coaching football, you can find him with rod and reel or on the golf links where he excels with the driver and mashie niblick.

Ray Wolf will be on the football staff at the North Carolina University and Texas High School Football Assn. coaching schools.

Charles C. Tallman

A N excellent athlete in his day, "Trusty" Tallman will be entering his fourth year as varsity football coach of West Virginia University in 1937. Tallman competed in football and baseball as an undergraduate at West Virginia from 1921 to 1924. Walter Camp placed Tallman at end on his alternate all-America team in 1923. Tallman was also captain and pitcher of the baseball team.

Graduating in 1924, Tallman remained at West Virginia as an assistant coach on Dr. Clarence W. Spears' staff. In 1925 he signed a contract to coach football at Marshall College, a position he held for four years. He returned to West Virginia as freshman coach in 1929, and after serving five years in that capacity was appointed head coach in 1933.

An excellent coach, Tallman is equally at home as an administrator.

With Bernie Bierman of Minnesota, "Trusty" Tallman will give the football course at the West Virginia University Coaching School.

(Concluded on next page)

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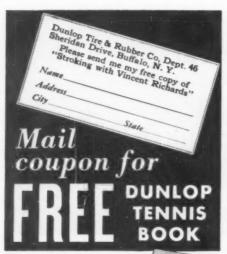
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SO CRISP they crackle in milk or cream



Harry Stuhldreher

LL the vitality and ingenuity that A characterized Harry Stuhldreher's play as quarterback of the famous "Four Horseman" team of Notre Dame are now the earmarks of the teams he coaches. After being a practically unanimous all-America selection in his senior year, 1925, the Rockne field general left the Notre Dame campus to head the football staff at Villanova College. He remained there until 1936 when he moved on to the University of Wisconsin as director of athletics and football coach.

In Stuhldreher's 11 years at Villanova, he raised the school from athletic obscurity to a point where its teams were recognized as among the smartest and most formidable in the East. His record at Villanova was 65 games won, 25 lost and 10 tied. At Wisconsin last fall, Stuhldreher's material was relatively poor, yet the Badgers played smart football, had color and possessed a real scoring punch.

He has proved himself equally efficient as an administrator, and has done a remarkable job in "selling" Wisconsin to the state and the alumni body. In his first ten months at Wisconsin, he traveled 25,000 miles, made 175 speeches and withal missed only two or three football practices during the spring and none during the fall. He has appeared before 69 of Wisconsin's 72 alumni clubs.

Stuhldreher, of course, teaches the Notre Dame system and although introducing some of his own theories he is generally considered one of the more orthodox masters of the Rockne school of football. He has been especially successful in developing excellent aerial attacks. Against the Northwestern Big Ten champions last season, the Badgers completed 19 out of 30 passes for a total gain of 296 yards.

The team and student body swear by

Harry Stuhldreher will be on the foot-ball staff at the Northern Coaching School.

A. A. Schabinger

BASKETBALL coach for 20 years, A. A. Schabinger of Creighton University, Omaha, Neb., can look back on a record that is matched by few in the annals of the sport. Schabinger-coached squads have won over 80 percent of their games, an amazing record over a 20-year skein.

The American Olympic Committee in 1936 authorized Schabinger to direct the intercollegiate elimination basketball tournaments to determine college representatives to the final Olympic tryouts. The Committee further honored Schabinger during the same year by selecting him to direct the organization of basketball in Italy under the auspices of the Italian government and to coach the Italians in the Olympic tournament.

Schabinger was president of the National Association of Basketball Coaches in 1931-32.

A. A. Schabinger will give the basket-ball course at the Utah Aggies Coaching

NORTH CAROLINA UNIVERSITY COACHING SCHOOL

August 16 to 28, 1937

The courses to be offered at the University of North Carolina's sixteenth annual coaching school include football, basketball, baseball, track and field, boxing, wrestling, and training and conditioning.

The school will be conducted under the leadership of Robert A. Fetzer, director of athletics at the University of North Carolina. Instruction will be given by the members of the coaching staff of the University.

The staff of instruction will include: Director Fetzer, Raymond Wolf, John Vaught, W. F. Lange, Walter D. Skid-more, P. H. Quinlan, Bunn Hearn, M. Z. Ronman, and John Morriss.

The registration fee of ten dollars will cover tuition for all courses and dormitory room rent. No additional charge will be made for rooming accommodations for coaches' wives.

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UNIVERSITY OF AKRON—Akron, Ohio. June 21-25. Leslie P. Hardy, director. See advertisement in April issue.

AMERICAN FOOTBALL INSTITUTE-Atlantic City, N. J. Aug. 16-21. John Da Grosa, director.

APPALACHIAN ST. TEACHERS COL. -Boone, N C. Aug. 9-14.

BUTLER UNIVERSITY-Indianapolis, Ind. Aug. 9-14. Paul D. Hinkle, director. See advertisement in May issue.

UNIVERSITY OF CALIFORNIA SCHOOL-Berkeley, Calif. June 9-16. Walter Frederick, director.

CATALINA ISLAND-Catalina Island, Calif. Aug. 9-14. Sam Barry, director. See advertisement in May issue.

COLGATE UNIVERSITY-Hamilton, N. Y. June 28-July 2. William A. Reid, director. See advertisement in May issue.

DAKOTA COACHING SCHOOL-Valley City, N. D. July 26-31. Roy McLeod and Joe Rognstad, directors.

DUKE UNIVERSITY-Durham, N. C. July 26-31. Wallace Wade, director. See advertisement in May issue.

INDIANA BASKETBALL SCHOOL—Logansport, Ind. Aug. 16-20. Clifford Wells, director. See advertisement in May issue.

UNIVERSITY OF INDIANA - Bloomington, Ind. June 16-July 13. Z. G. Clevenger, director.

KANSAS STATE HIGH SCHOOL-Topeka, Kansas. Aug. 23-28. E. A. Thomas, director.

UNIVERSITY OF KENTUCKY-Lexington, Ky. June 15-25. Jesse E. Adams, director.

UNIVERSITY OF MINNESOTA-Minneapolis, Minn. June 14-19. Louis F. Keller, director. See advertisement in May issue.

MONTANA STATE UNIVERSITY-Missoula, Mont. Week of June 21. Doug Fessenden, director. See advertisement in May issue. MORNINGSIDE COLLEGE—Sioux City, Iowa. Aug. 16-22. J. M. Saunderson, director.

NORTH CAROLINA UNIVERSITY-Chapel Hill, N. C. Aug. 16-28. E. R. Rankin, director. See advertisement on opposite page.

NORTHEASTERN UNIVERSITY—Boston, Mass. June 28-July 3. Edward S. Parsons, direc-

tor. See advertisement on page 35.
NORTHERN COACHING SCHOOL—Bemidji, Minn. Aug. 23-28. Alex. J. Nemzek, Moorhead, Minn., or H. M. Robbins, Be-

Moornead, Minn., or H. M. Robbins, Bemidji, Minn. See advertisement on page 34.

NORTHWESTERN UNIVERSITY — Evanston III. Aug. 16-28. K. L. Wilson, director. See advertisement in April issue.

PENN STATE COLLEGE—State College, Penna. Three sessions. Dr. W. G. Chambers, director. See advertisement in April issue.

PIO NONO—Milwaukee. Wis. Aug. 23-28

PIO NONO—Milwaukee, Wis. Aug. 23-28. E. T. Dermody, director. See advertisement on page 34.

SPRINGFIELD COLLEGE—Springfield, Mass. June 28-July 31. Dr. Elmer Berry, director. See advertisement in May issue.

TEXAS H. S. FOOTBALL ASSN.-Waco, Tex. Aug. 2-7.

UTAH STATE AGRICULTURAL SCHOOL-Logan, Utah. June 7-11. E. L. Romney,

UNIVERSITY OF WISCONSIN - Madison, Wis. June 28-Aug. 6. G. S. Lowman, di-

WEST TEXAS STATE-Canyon, Tex. June 6-12. Al Baggett, director. See advertisement in May issue.

WEST VIRGINIA UNIVERSITY-Morgantown, W. Va. Aug. 16-21. Dr. A. J. Dadisman, director. See advertisement in May issue.





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From the States

This department includes correspondence from state high school coaches associations and state high school athletic associations. All associations are invited to participate.

New Jersey

Coaches triple membership

THE rich program of the Coaches Association, with Bill Foley at the helm, was instrumental in nearly tripling the membership during the past year. A series of clinics on basketball, swimming, baseball and track, planned and presented to the coaches by the Association, proved both entertaining and instructive and succeeded in attracting many coaches to them.

Bill Cartmill of Glen Ridge High School conducted the first basketball clinic on Dec. 10 in which "Chuck" Taylor, "trick shot and pass artiste," was the guest speaker. Four days later, the coaches of the state were invited to a swim clinic with Dick Cheedle of the Montclair Y.M.C.A. in charge. Robert Kiphuth, Yale University and Olympic coach, was the guest of honor. Another basketball clinic with Bill Cartmill again conducting was held on Jan. 28.

On March 26 and 27, under the auspices of Rutgers University, the coaches gathered for one of the most instructive clinics of the year. The program was opened with a demonstration and lecture on modern methods of training by Major Frank Wandle of Yale University. John Da Grosa, president of the American Football Institute, analyzed single and double wingback play; Lou Fonseca and Roger Peckinpaugh, former major league luminaries, lectured while showing the moving picture, "Heads-up Baseball"; John F. Coffey of Fordham University spoke on baseball fundamentals; and a scrimmage between the football squads of Rutgers and Teachers College of Pennsylvania concluded the technical aspect of the program.

Baseball clinic

With Phil Marvel of South Orange High School as chairman, a baseball clinic was held on April 10 at Seton Hall College in South Orange. "Moose" McCormick, West Point coach, discussed practice organization; "Doc" Farrell, former big leaguer, lectured on defensive play; the art of pitching was presented by Al Mamaux, former big league player and manager and present coach at Seton Hall; Bill Zimmerman, onetime Brooklyn outfielder, touched on the subject of fielding; the technique of catching was discussed by Jack Fish, once catcher for the Philadelphia Athletics and now coach at Seton Hall Prep; and several other speakers rounded out a full program.

A number of famous track coaches including J. R. Evans of Lafayette, Bernie Wefers of Rutgers, Dr. Harold Bruce, Austrian Olympic team coach, and Al McGall, former Yale coach, were lecturers at the track clinic conducted by Clarence W. Woodman at the Montclair High School on April 16.

CHARLES J. SCHNEIDER, New Jersey H. S. Coaches Assn., Newark, N. J.

Missouri

Boys to demonstrate at clinic

NOACHES in the state are invited to spring one man from their team to take part in the demonstration at the annual state football clinic to be held in Columbia on Sept. 2, 3 and 4. Don Faurot and his Missouri University staff have been engaged for the demonstrations. The clinic this year will be more in the nature of a coaching school, with an entry fee

The meals for the boy will be furnished by the Coaches Association but each coach must arrange his own boy's sleeping quarters. The boys chosen for the demonstration will be under the personal direction of Coach Faurot and his staff for the 21/4 days of the clinic, and all equipment except shoes will be furnished by the

University.

The clinic will open on a Thursday morning with registration of the coaches and issuing of equipment to the visiting high school boys. The afternoon session will be devoted to lectures and outdoor demonstration work. A forum for the discussion of mutual problems will take up the evening. On Friday morning, lectures and demonstration will comprise the program, and all work in the afternoon will be on demonstration. The coaches will meet informally during the evening for moving pictures of Missouri's games. Saturday morning will be occupied with final lectures and demonstration, and the clinic will close after a short rules interpretation meeting in the afternoon.

C. E. POTTER, Missouri H. S. Coaches Assn., St. James, Mo.

Interscholastic Swimming Coaches Association of America

Relay scoring perplexing

HAT the system of scoring points in the relays is still a perplexing problem was revealed by the returns of the annual questionnaire distributed by the Association to representative swimming men in every section of the country. Thirty coaches answered the questionnaire, many of whom sent in helpful suggestions with their answers.

The coaches were almost equally divided on the question of the new scoring rules in the relays. Fifteen answed "No" to the Association's question, "Do you favor the present scoring in the relays?" while fourteen answered in the affirmative. Paradoxically, by a return of 16 to 12, they also expressed disapproval with the old system of scoring. When finally asked for suggestions, the coaches answered with such a variety of proposals as to defy accurate summary. However, they were almost unanimous in their approval of the present system of scoring in championship

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Twenty-five of the thirty coaches were in favor of following the Guide to the letter in conducting high school swimming meets. By a heavy majority, they also expressed themselves as satisfied with the present order of events, the diving rule calling for five compulsory and five optional dives and the new rule of placing five boys in the finals whenever possible.

The consensus of opinion indicated that the definition of a false start needed clarification and that an additional event—the 150- or 120-yard individual medley in the short pools—should be added to the order of events. Only one coach was in favor of also adding a 400-yard free style relay. The majority favored the addition of a set of long course records for high schools in the Swimming Guide.

By a majority of 18 to 12, the coaches were in favor of allowing sectional groups to interpret and change certain rules to better fit their circumstances. As there will never be a set of rules to satisfy everybody, the Association encourages every group to voice their interpretations and preferences and to recommend rules which will work toward uniformity rather than the present multiplicity of systems.

Organization notes

There are 62 members in the Association at present, representing 17 states, the District of Columbia and Canada. Mainly through the efforts of Bob Miller, coach at Bowdoin College, five Maine high school coaches have applied for membership.

The national collegiate swimming championships in 1938 will be held at Rutgers University, New Brunswick, N. J. The N.C.A.A. 1937 aquatic forum will again be conducted at Fort Lauderdale, Fla., during the Christmas recess. A copy of some of the speeches given at last year's forum can be obtained for 25 cents by writing to Miss E. Audrey Callander, 32 S. Congress St., Athens, Ohio.

Lea & Febriger, Philadelphia, Pa., has just published a new book by Grace Bruner Davies on teaching and program organization of swimming. The book sells for \$2.25. "Der Schwimmer," published in Berlin, Germany, and "Swimming Times," published in Croyden, England, are two exceptional magazines in swimming activities and technique.

Daniel J. Ferris, national secretary of the A.A.U., announced that the United States has accepted Japan's invitation to send a swimming team to compete in the Japanese national championships in August. The American team will consist of Katherine Rawls, Miami, women's allround champion; Adolph Kiefer, Chicago, Olympic backstroke champion; John Higgins, Providence, national breast stroke champion; and Elbert Root, Detroit, diver. The team will sail July 23.

ALFRED A. NEUSCHAEFER,

Intersch. Swimming Coaches Assn., Trenton, N. J.

Volleyball Officiating

By Mora Grossman

Mora Grossman is field leader for girls' activities in the Playground Athletic League. Baltimore, Maryland.

THE development of any sport hinges upon the satisfaction engendered in participation and intelligent officiating. While volleyball is increasing in popularity, more rapid progress is being impeded by the inferior brand of refereeing that it usually receives. There is an acute need for a school of alert and rule-wise officials.

The specific schooling for volleyball referees may be suggested as follows: (1) Know all the rules thoroughly. (2) Call the position of the ball instantaneously (line, out-of-bounds, net, etc.). (3) Distinguish and call contact instantaneously (catching or holding ball, striking ball more than twice, etc.). (4) Call every penalty or reward immediately after every finished play.

The referee should stand close to the net and always on the serving side unless play momentarily draws her away, as it should. The net position permits the official to cover the maximum observing area, makes it possible to see every play at the net where most of the fouls occur and is the only spot from which the close play of the opposing teams can be analyzed—foot fouls at the center line, opposing net players contacting ball at same moment, player's hand following through in illegal manner, net contacts by hand or body, etc.

The whistle should be kept in the mouth and sounded almost simultaneously with the play it checks. If the point is awarded, the whistle and raised hand should indicate the fact. On a foul, the whistle should be blown, the type of foul immediately called, and the receiving side indicated by a wave of the hand.

All games should be officiated with enthusiasm and expression. If the game is

giving its participants any pleasure or lift, the referee should reflect that spirit. Moreover, the atmosphere of the average game can be and should be largely created by the referee. This, of course, is not true of games where the set-up and mood of both teams are serious. In this situation the referee should sense the atmosphere of the game and, if wholesome, adjust herself to it. But if the carnival spirit is present or can be brought to the surface, opportunity for creative refereeing is knocking at the door. It is as much fun for a referee to lift an uninspiring game out of the doldrums and give it character and meaning, as it is to handle a game where mere play calling is sufficient.

Creating sociability

In some localities the theory that well directed games develop desirable social attitudes by promoting guest-host relationships is put into practice by scheduling games with neighboring schools during school hours. Creative refereeing often socializes these games into important and entertaining occasions. The shrewd referee will utilize every opportunity to create sociability. When the teams have assembled, the referee will introduce herself to the teams and local officials; comment on the fact that she has or has not had the pleasure of being with the group before; make sure that all the players have been introduced to each other; instruct the score-keeper to accurately record and read aloud the first and last names of the players; tell the players something of the technique she will use; and just before the game starts, ask if there are any questions. After the game is over, she can call the players together, congratulate both teams on their performance and tell them how much she enjoyed officiating, comment on specific plays by both teams, and perhaps demonstrate some new plays.





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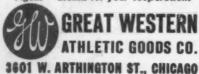
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